



OFFICIAL STUDY GUIDE 2001 EDITION



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COLLEGE-LEVEL EXAMINATION PROGRAM

History of the United States I: Early Colonizations to 1877

Description of the Examination

The Subject Examination in History of the United States I: Early Colonizations to 1877 covers material that is usually taught in the first semester of what is often a two-semester course in American history. The exam covers the period of American history from the Spanish and French colonizations to the end of Reconstruction, with the majority of questions on the period of nationhood. In the seventeenth and eighteenth centuries, emphasis is placed on the English colonies.

There are approximately 120 multiple-choice questions on the 90-minute exam, to be answered in two separately timed 45-minute sections.

Knowledge and Skills Required

Questions on the test require candidates to demonstrate one or more of the following abilities.

- Identification and description of historical phenomena (about 45 percent of the exam)
- Analysis and interpretation of historical phenomena (about 40 percent of the exam)
- Comparison and contrast of historical phenomena (about 10 percent of the exam)

The subject matter of the History of the United States I exam is drawn from the following topics.

	<i>Approximate Percent of Examination</i>
35%	Political institutions and behavior and public policy
25%	Social developments
10%	Economic developments
15%	Cultural and intellectual developments
15%	Diplomacy and international relations

About one-third of the questions deal with the period from 1500 to 1789, and about two-thirds are on the period from 1790 to 1877. Among the specific topics tested are the following:

- The character of Colonial society
- British relations with the Atlantic colonies in North America
- The motivations and character of American expansionism
- The content of the Constitution and its amendments, and their interpretation by the Supreme Court
- The growth of political parties
- The changing role of government in American life
- The intellectual and political expressions of nationalism
- Agrarianism, abolitionism, and other such movements
- Long-term demographic trends
- The process of economic growth and development
- The origins and nature of Black slavery in America
- Immigration and the history of racial and ethnic minorities
- The causes and impacts of major wars in American history
- Major movements and individual figures in the history of American arts and letters
- Major movements and individual figures in the history of women and the family

Sample Questions

The following questions are provided to give an indication of the types of items that appear on the History of the United States I exam.

Before attempting to answer the sample questions, read all the information about the History of the United States I exam on the preceding pages. Additional suggestions for preparing for CLEP exams are provided in Chapter 1.

Try to answer correctly as many of the questions as possible. Then compare your answers with the correct answers, given at the end of this examination guide.

Directions: Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case.

1. In a sermon given aboard ship on the way to America, John Winthrop told the Puritans that their society would be regarded as “a city upon a hill” and that therefore they should be bonded together by love. But first he explained that there would always be inequalities of wealth and power, that some people would always be in positions of authority while others would be dependent. His statements best illustrate the Puritans’
 - (A) reaction to unsuccessful socialist experiments in the Low Countries
 - (B) acceptance of the traditional belief that order depended on a system of ranks
 - (C) intention to vest political power exclusively in the ministers
 - (D) desire to better themselves economically through means that included the institution of slavery
 - (E) inability to take clear stands on social issues

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
2. The French and Indian War was a pivotal point in America’s relationship to Great Britain because it led Great Britain to
 - (A) encourage colonial manufactures
 - (B) impose revenue taxes on the colonies
 - (C) restrict emigration from England
 - (D) ignore the colonies
 - (E) grant increased colonial self-government

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

3. Under the Articles of Confederation, which of the following was true about the national government?

(A) It had the power to conduct foreign affairs.
(B) It had the power to regulate commerce.
(C) It had the power to tax.
(D) It included a President.
(E) It included a federal judiciary. (A) (B) (C) (D) (E)

4. Thomas Jefferson opposed some of Alexander Hamilton's programs because Jefferson believed that

(A) the common bond of a substantial national debt would serve to unify the different states
(B) the French alliance threatened to spread the violence of the French Revolution to America
(C) the federal government should encourage manufacturing and industry
(D) Hamilton's programs were weakening the military strength of the nation
(E) Hamilton's programs favored wealthy financial interests (A) (B) (C) (D) (E)

5. The Louisiana Purchase was significant because it

(A) eliminated Spain from the North American continent
(B) gave the United States control of the Mississippi River
(C) eased tensions between Western settlers and Native Americans
(D) forced the British to evacuate their posts in the Northwest
(E) reduced sectional conflict over the slavery issue (A) (B) (C) (D) (E)

6. The issue of constitutionality figured most prominently in the consideration of which of the following?

(A) Tariff of 1789
(B) First Bank of the United States
(C) Funding of the national debt
(D) Assumption of state debts
(E) Excise tax on whiskey (A) (B) (C) (D) (E)

7. The idea of Manifest Destiny included all of the following EXCEPT the belief that
- (A) commerce and industry would decline as the nation expanded its agriculture base
 - (B) the use of land for settled agriculture was preferable to its use for nomadic hunting
 - (C) westward expansion was both inevitable and beneficial
 - (D) God selected America as a chosen land populated by a chosen people
 - (E) the ultimate extent of the American domain was to be from the tropics to the Arctic
- (A) (B) (C) (D) (E)
8. Which of the following represents William Lloyd Garrison's attitude toward slavery?
- (A) Immediate emancipation and resettlement in Liberia
 - (B) Immediate emancipation and resettlement in the Southwest
 - (C) Immediate emancipation with compensation for owners
 - (D) Gradual emancipation without compensation for owners
 - (E) Immediate emancipation without compensation for owners
- (A) (B) (C) (D) (E)
9. Which of the following was NOT an element of the Compromise of 1850?
- (A) A stronger fugitive slave law
 - (B) Abolition of the slave trade in Washington, D.C.
 - (C) Admittance of California as a free state
 - (D) Organization of the Kansas Territory without slavery
 - (E) Adjustment of the Texas-New Mexico boundary
- (A) (B) (C) (D) (E)
10. At the end of the Civil War, the vast majority of freed slaves found work as
- (A) factory workers
 - (B) railroad employees
 - (C) independent craftsmen
 - (D) tenant farmers
 - (E) domestic servants
- (A) (B) (C) (D) (E)

11. Which of the following is a correct statement about the use of slave labor in colonial Virginia?
- (A) It was forced on reluctant White Virginians by profit-minded English merchants and the mercantilist officials of the Crown.
 - (B) It was the first case in which Europeans enslaved Black people.
 - (C) It fulfilled the original plans of the Virginia Company.
 - (D) It first occurred after the invention of Eli Whitney's cotton gin, which greatly stimulated the demand for low-cost labor.
 - (E) It spread rapidly in the late seventeenth century, as Black slaves replaced White indentured servants in the tobacco fields.
- (A) (B) (C) (D) (E)

Questions 12-13 refer to the following statement.

The present king of Great Britain . . . has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws.

12. The "constitution" referred to in the quotation above from the Declaration of Independence was
- (A) the principles common to all of the colonial charters
 - (B) the Articles of Confederation
 - (C) a constitution for the colonies written by Sir William Blackstone
 - (D) the laws passed concurrently by the several colonial legislatures
 - (E) the principles the colonists believed had traditionally regulated English government
- (A) (B) (C) (D) (E)
13. The protest that the king had "combined with others to subject us to a jurisdiction foreign to our constitution" referred to George III's
- (A) alliance with the king of France
 - (B) use of Hessian mercenaries
 - (C) reliance on his representatives in the colonies
 - (D) approval of parliamentary laws impinging on colonial self-government
 - (E) intention to place a German prince on the throne of British America
- (A) (B) (C) (D) (E)

14. Which of the following best describes the United States' position in the world economy during the period 1790-1860?
- (A) It was the leading producer of finished and manufactured goods for export.
 - (B) It was a debtor nation that relied heavily on European capital for its economic expansion.
 - (C) It had an inadequate merchant marine and depended largely on foreign vessels to carry its trade.
 - (D) It was strengthened by the acquisition of overseas colonies.
 - (E) It was severely hampered by its reliance on slave labor.
- Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
15. All of the following conditions influenced the development of American agriculture during the first half of the nineteenth century EXCEPT
- (A) a government policy favoring rapid settlement of the public domain
 - (B) a widespread interest in conserving soil and natural resources
 - (C) the trend toward regional economic specialization
 - (D) the enthusiasm for land speculation
 - (E) improvements in transportation by water
- Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Questions 16-17 refer to the following cartoon.



16. According to the cartoon, allowing the Southern states to leave the Union would cause

- (A) the North to be threatened by internal dissension
- (B) the Democratic party to collapse
- (C) the Southern states to be dominated by European powers
- (D) the Confederacy to expand into Latin America
- (E) President Buchanan to be impeached and removed

(A) (B) (C) (D) (E)

17. The best evidence to support the cartoonist's contention that Hickory (Jackson) would have acted to stop secession was Jackson's earlier reaction to the

- (A) election of John Quincy Adams to the presidency
- (B) Spanish and American Indian border attacks on Florida
- (C) South Carolina Nullification Ordinance
- (D) requests for annexation of Texas
- (E) Maysville Road Bill

(A) (B) (C) (D) (E)

18. Which of the following is a correct statement about farm families in the North between 1820 and 1860?
- (A) They were as isolated as they had been in the late eighteenth century.
 - (B) They increasingly used scientific methods to improve crop production.
 - (C) They increased markedly in number due to the enactment of the Homestead Act.
 - (D) They experienced a steady decline in their standard of living.
 - (E) They divided their world into sharply distinct public and private spheres.
- (A) (B) (C) (D) (E)
19. The establishment of Brook Farm and the Oneida Community in the antebellum United States reflected
- (A) the influence of Social Darwinism on American thinkers
 - (B) the continued impact of Calvinist ideas on American thought
 - (C) the blossoming of perfectionist aspirations
 - (D) attempts to foster racial integration
 - (E) the implementation of all-female utopian communities
- (A) (B) (C) (D) (E)
20. In the pre-Civil War era, the railroad's most important impact on the economy was that it
- (A) created a huge new market for railway equipment
 - (B) created the basis for greater cooperation between Southern planters and Northern textile manufacturers
 - (C) generated new employment opportunities for unskilled urban workers
 - (D) involved the federal government in the financing of a nationwide transportation network
 - (E) provided Midwestern farmers accessibility to Eastern urban markets
- (A) (B) (C) (D) (E)

21. All of the following elements of the Radical Republican program were implemented during Reconstruction EXCEPT
- (A) provision of 40 acres to each freedman
 - (B) enactment of the Fourteenth Amendment
 - (C) military occupation of the South
 - (D) punishment of the Confederate leaders
 - (E) restrictions on the power of the President

(A) (B) (C) (D) (E)

**VOLUME OF AMERICAN COLONIES' EXPORTS TO ENGLAND
AND IMPORTS FROM ENGLAND (VALUE IN POUNDS STERLING)**

Year	New England		New York		Pennsylvania		Virginia and Maryland		Carolina	
	Exports	Imports	Exports	Imports	Exports	Imports	Exports	Imports	Exports	Imports
1743	63,185	172,461	15,067	135,487	9,596	79,340	557,821	328,195	235,136	111,499
1742	53,166	148,899	13,536	167,591	8,527	75,295	427,769	264,186	154,607	127,063
1741	60,052	198,147	21,142	140,430	17,158	91,010	577,109	248,582	236,830	204,770
1740	72,389	171,081	21,498	118,777	15,048	56,751	341,997	281,428	266,560	181,821

22. According to eighteenth-century theories of mercantilism, and in light of England's pattern of trade with America as shown in the chart above, England's most valuable colony or group of colonies was which of the following?
- (A) New England
 - (B) New York
 - (C) Pennsylvania
 - (D) Virginia and Maryland
 - (E) Carolina
23. By the time of the Revolution, the American colonists had generally come to believe that creation of a republic would solve the problems of monarchical rule because a republic would establish
- (A) a highly centralized government led by a social elite
 - (B) a strong chief executive
 - (C) a small, limited government responsible to the people
 - (D) unlimited male suffrage
 - (E) a society in which there were no differences of rank and status

(A) (B) (C) (D) (E)

(A) (B) (C) (D) (E)

24. All state constitutions drafted during the American Revolutionary era were significant because they
- (A) were based on the principle of virtual representation
 - (B) included clauses that immediately emancipated slaves
 - (C) provided for the confiscation and redistribution of the property of wealthy Loyalists
 - (D) reinforced the principle of a written frame of government
 - (E) introduced the concept of checks and balances
- (A) (B) (C) (D) (E)
25. Deists of the late eighteenth and early nineteenth centuries believed that
- (A) natural laws, set by the Creator, govern the operation of the universe
 - (B) prayer has the power to make significant changes in a person's life
 - (C) the idea of God is merely the creation of people's minds
 - (D) the universe was created by a natural, spontaneous combining of elements
 - (E) intuition rather than reason leads people to an awareness of the divine
- (A) (B) (C) (D) (E)
26. Jacksonian banking policies did which of the following?
- (A) Removed banking issues from national politics.
 - (B) Stalled the westward movement.
 - (C) Ended foreign investment in the United States.
 - (D) Abolished state banks.
 - (E) Encouraged the expansion of credit and speculation.
- (A) (B) (C) (D) (E)
27. Which of the following had the greatest impact on the institution of slavery in the United States in the first quarter of the nineteenth century?
- (A) Demands of Southern textile manufacturers for cotton
 - (B) Introduction of crop rotation and fertilizers
 - (C) Use of more stringent techniques for controlling the lives of slaves
 - (D) Invention of the cotton gin
 - (E) The "three-fifths" compromise
- (A) (B) (C) (D) (E)

28. The presidential election of 1840 is often considered the first “modern” election because
- (A) the slavery issue was first raised in this campaign
 - (B) it was the first election in which women voted
 - (C) voting patterns were similar to those later established in the 1890’s
 - (D) both parties for the first time widely campaigned among all the eligible voters
 - (E) a second era of good feeling had just come to a close, marking a new departure in politics
- (A) (B) (C) (D) (E)
29. The 1848 women’s rights convention in Seneca Falls, New York, was a protest against
- (A) the use of women workers in textile factories
 - (B) the abuse of female slaves on Southern plantations
 - (C) the failure of the Democratic party to endorse a women’s suffrage amendment
 - (D) customs and laws that gave women a status inferior to that of men
 - (E) state restrictions that prevented women from joining labor unions
- (A) (B) (C) (D) (E)
30. Abraham Lincoln delayed making any commitment about emancipation of the slaves after his inauguration as President because he
- (A) basically had no sympathy with those who wanted to end slavery
 - (B) was concerned that foreign governments might be critical of a proclamation freeing slaves
 - (C) did not feel bound by the 1860 Republican party platform
 - (D) did not feel he had the constitutional right to make such a commitment in regard to slavery in the territories
 - (E) hoped to keep as many slave states as possible in the Union
- (A) (B) (C) (D) (E)

31. Liberty of conscience was defended by Roger Williams on the ground that
- (A) all religions were equal in the eyes of God
 - (B) the institutions of political democracy would be jeopardized without it
 - (C) Puritan ideas about sin and salvation were outmoded
 - (D) theological truths would emerge from the clash of ideas
 - (E) the state was an improper and ineffectual agency in matters of the spirit

(A) (B) (C) (D) (E)

32. "There is an opinion that parties in free countries are useful checks upon the administration of the government and serve to keep alive the spirit of liberty. This within certain limits is probably true, and in governments of a monarchical cast patriotism may look with indulgence, if not with favor, upon the spirit of party. But in those of the popular character, in governments purely elective, it is a spirit not to be encouraged."

Which of the following was most likely to have made these remarks while President?

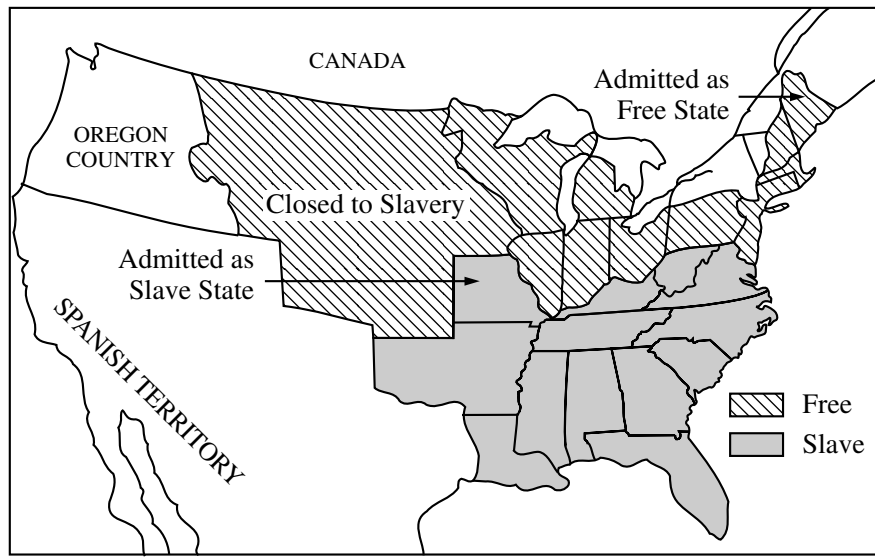
- (A) George Washington
- (B) Thomas Jefferson
- (C) James Madison
- (D) Andrew Jackson
- (E) Abraham Lincoln

(A) (B) (C) (D) (E)

33. The Embargo Act of 1807 had which of the following effects on the United States?

- (A) It severely damaged American manufacturing.
- (B) It enriched many cotton plantation owners.
- (C) It severely damaged American shipping.
- (D) It was ruinous to subsistence farmers.
- (E) It had little economic impact.

(A) (B) (C) (D) (E)



34. The map above shows the United States immediately following the
- (A) passage of the Northwest Ordinance
 - (B) negotiation of the Adams-Onís treaty
 - (C) passage of the Missouri Compromise
 - (D) settlement of the Mexican War
 - (E) passage of the Compromise of 1850
- (A) (B) (C) (D) (E)
35. Of the following, the most important foreign affairs issue that faced the United States between the enunciation of the Monroe Doctrine (1823) and the Civil War (1861) was
- (A) securing access to Canadian fisheries
 - (B) reopening the British West Indies to direct trade with the United States
 - (C) securing international recognition
 - (D) defining the nation's northern and southern boundaries
 - (E) responding to Cuban independence
- (A) (B) (C) (D) (E)

36. Henry Clay's "American System" was a plan to
- (A) compromise on the issue of extending slavery to new United States territories
 - (B) foster the economic integration of the North, West, and South
 - (C) export United States political and economic values to oppressed peoples
 - (D) maintain United States noninvolvement in the internal affairs of Europe
 - (E) assert the right of states to nullify decisions of the national government
37. The Great Awakening in the American colonies in the mid-eighteenth century had all of the following consequences EXCEPT
- (A) separatism and secession from established churches, due to the democratizing effect of more accessible forms of piety
 - (B) the renewed persecution of people for witchcraft, because of the heightened interest in the supernatural
 - (C) the growth of institutions of higher learning to fill the need for more ministers to spread the gospel
 - (D) a flourishing of the missionary spirit as an outgrowth of more intensive religious devotion
 - (E) the lessening of doctrinal rigor and a concomitant appreciation for the more direct experiences of faith

(A) (B) (C) (D) (E)

(A) (B) (C) (D) (E)



Courtesy, Museum of Fine Arts, Boston. Gift of Maxim Karolik for the proposed M. + M. Karolik Collection of American Watercolors, Drawings and Prints.

38. The drawing above has been cited as evidence of the nineteenth-century middle-class view of the

(A) home as a refuge from the world rather than as a productive unit
 (B) declining influence of women in the family structure
 (C) economic value of children to families
 (D) importance of religious education
 (E) widening role of women in society

(A) (B) (C) (D) (E)

39. "Upon these considerations, it is the opinion of the court that the act of Congress which prohibited a citizen from holding and owning property of this kind in the territory of the United States north of the line therein mentioned, is not warranted by the Constitution, and is therefore void; and that neither the plaintiff himself, nor any of his family, were made free by being carried into this territory; even if they had been carried there by the owner, who intended to become a permanent resident."

The congressional act referred to in the passage was the

(A) Kansas-Nebraska Act
 (B) Missouri Compromise
 (C) Northwest Ordinance
 (D) Compromise of 1850
 (E) Fugitive Slave Act

(A) (B) (C) (D) (E)

40. The 1850's have been called the "American Renaissance" because of the important literary works that appeared in that decade. Included among these works are all of the following EXCEPT

- (A) Herman Melville's *Moby-Dick*
- (B) Nathaniel Hawthorne's *The Scarlet Letter*
- (C) Mark Twain's *Huckleberry Finn*
- (D) Walt Whitman's *Leaves of Grass*
- (E) Henry David Thoreau's *Walden*

(A) (B) (C) (D) (E)

Study Resources

Students will find it useful to study representative examples of widely used college-level textbooks and readers in History of the United States I and II, which can be found in most college bookstores. Standard comprehensive texts are typically published in two volumes, usually corresponding in coverage to the two CLEP exams (Early Colonizations to 1877, and 1865 to the Present). To prepare for either of the History of the United States exams, read thoroughly the relevant material in one textbook. Because textbooks may differ in content, emphasis, and interpretation, consult a second or third textbook on some of the major topics. New editions of textbooks are usually published every three or four years. If you are purchasing a book, it is recommended that you specify the most recent edition. When selecting a textbook, check the table of contents against the "Knowledge and Skills Required" section on pages 1-2.

Additional detail and differing interpretations can be gained by consulting readers and specialized historical studies. Pay attention to visual materials (pictures, maps, and charts) as you study. The Internet is another resource you could explore.

Additional suggestions for preparing for CLEP exams are provided in Chapter 1.

Answers to Sample Questions

American History I: Early Colonizations to 1877

- | | |
|-------|-------|
| 1. B | 26. E |
| 2. B | 27. D |
| 3. A | 28. D |
| 4. E | 29. D |
| 5. B | 30. E |
| 6. B | 31. E |
| 7. A | 32. A |
| 8. E | 33. C |
| 9. D | 34. C |
| 10. D | 35. D |
| 11. E | 36. B |
| 12. E | 37. B |
| 13. D | 38. A |
| 14. B | 39. B |
| 15. B | 40. C |
| 16. C | |
| 17. C | |
| 18. B | |
| 19. C | |
| 20. E | |
| 21. A | |
| 22. D | |
| 23. C | |
| 24. D | |
| 25. A | |
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